

OFFICE OF NATIONAL DRUG CONTROL POLICY / NATIONAL YOUTH ANTI-DRUG COUNCIL

“ABOVE THE INFLUENCE”

ACTIVITIES TOOLKIT

2011-2012

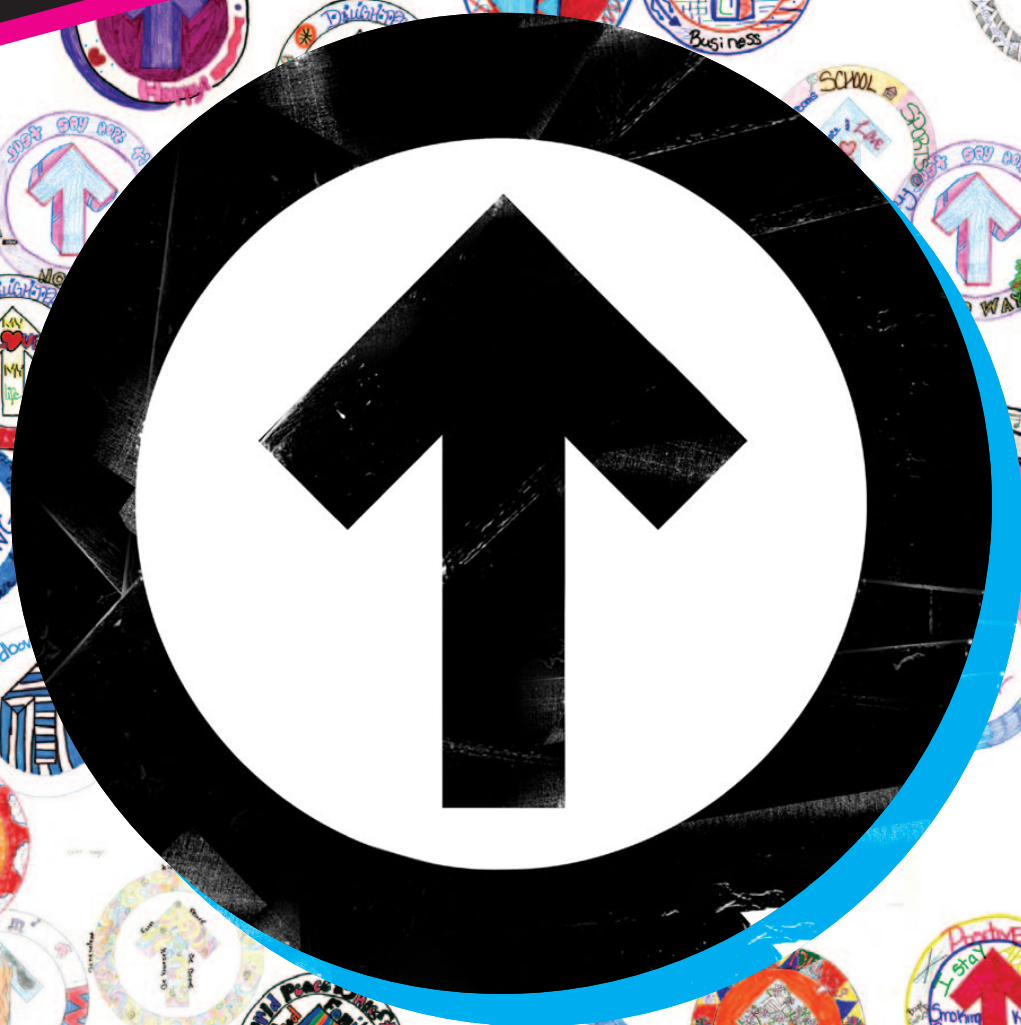




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WHAT IS “ABOVE THE INFLUENCE”?

“Above the Influence” (ATI) is a national campaign created and implemented by the National Youth Anti-Drug Media Campaign, a program of the Office of National Drug Control Policy. ATI informs and inspires teens to reject illicit drugs via TV, print, Internet, and local radio advertising – and, most importantly, in partnership with community organizations.

“ABOVE THE INFLUENCE” IS A COMMUNITY
OF TEENS, FOR TEENS.

IT’S ABOUT BEING AN INDIVIDUAL.
NOT A FOLLOWER.

IT’S STANDING UP TO NEGATIVE INFLUENCES.

IT’S KNOWING THE FACTS ABOUT DRUGS
AND ALCOHOL, AND MAKING SMART DECISIONS
ABOUT DRUGS AND ALCOHOL.

Every teen’s life is filled with pressure, some of it good, some of it bad. Our goal is to help teens stand up to negative pressures and influences. We want teens to live “Above the Influence.” The more aware they are of the influences around them, the better prepared they will be to stand up to them, including the pressure to use drugs and alcohol. It’s not about telling teens how to live their lives, but rather giving them another perspective and the latest facts so they can make smart decisions.

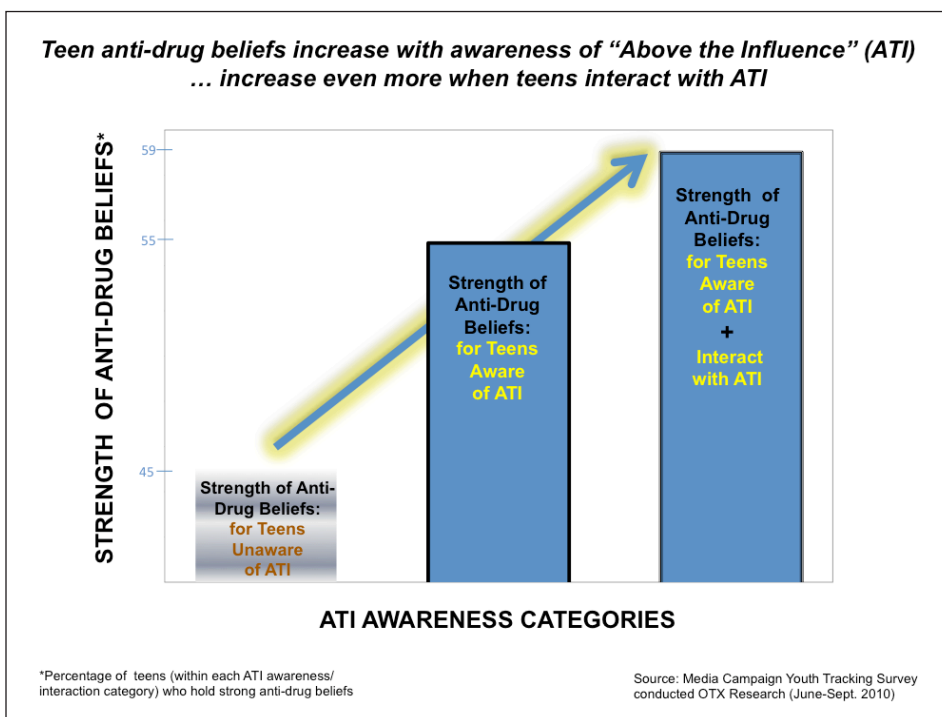
TEENS KNOW “ABOVE THE INFLUENCE.”
THEY UNDERSTAND IT.
AND THEY EMBRACE IT.



ATI...IT'S EFFECTIVE AND IT WORKS

Findings from the Media Campaign's year-round survey of teens indicate that not only are 85 percent of teens aware of "Above the Influence" advertising, but 75 percent of teens (regardless of gender, race or ethnicity) say "Above the Influence" speaks to them.

More importantly, survey data show that youth who are aware of "Above the Influence" advertising are consistently more likely to have stronger anti-drug beliefs than those unaware of the Campaign's advertising. Research validates that teens holding strong anti-drug beliefs are less likely to use substances.



An independent scientific analysis published in the peer-reviewed journal *Prevention Science* in 2011 provides evidence for the effectiveness of the "Above the Influence" campaign, concluding that **"exposure to the ONDCP (ATI) campaign predicted reduced marijuana use"** compared to those not exposed to the Campaign. Another independent study, published in the *American Journal of Public Health* in March 2011, supported these findings.

BRINGING “ABOVE THE INFLUENCE” TO YOUR COMMUNITY

In the Spring of 2010, The Media Campaign began implementation of a multi-tiered approach to prevention that combines broad prevention messaging at the national level – including television, print and Internet advertising – with more targeted efforts at the local level.

ATI has partnered with more than 80 local community partners in more than 45 cities across the country. In addition, nearly a thousand community organizations have joined us through conference workshops and webinars. These community partners (e.g., Drug-Free Community coalitions, Boys & Girls Clubs, SADD Chapters, Y’s, and others) have embraced the ATI campaign and have used the activities from the *ATI Activities Toolkit* as a new way to engage youth in a dialogue about the negative effects of substance use.

An evaluation of ATI’s community level efforts found that **91 percent of teen participants favorably rate the ATI activities AND teens’ perceptions of the risks associated with drug and alcohol use also increased after participating in ATI activities.** These activities are included in this expanded *ATI Activities Toolkit*, which also features several new activities that have been tested by a number of our local youth-serving partners.

We want to make it easy for you to apply “Above the Influence” messages and activities in the work you are already doing to provide teens the foundation needed to stay safe and succeed.

We have designed this toolkit to be a user-friendly resource to help youth group leaders facilitate discussions with teens about influence and ways to stay above it. Community leaders are welcome to use these resources as designed or as a guide for developing their own strategies and tactics in addressing issues of influence, peer pressure, and risky behaviors.

Partners have told us that the toolkit resources and activities have worked well with their existing programs and that they are able to use the ATI campaign as a valuable, nationally-recognizable asset that hits home with their teens:



“TEENS TODAY ARE SURROUNDED BY INCREDIBLY STRONG NEGATIVE INFLUENCES IN THE MEDIA, ONLINE, AND THROUGH THEIR PEERS. ‘ABOVE THE INFLUENCE’ REALLY OPENED THEIR EYES TO THE THINGS IN THEIR ENVIRONMENT – BOTH POSITIVE AND NEGATIVE – THAT MIGHT AFFECT THE DECISIONS THEY MAKE, AND DID SO IN AN INTERACTIVE WAY THAT ALLOWED THEM TO HAVE FUN AND BE CREATIVE WITH IT.”

– Sandy Olson, Executive Director, Coalition of Behavioral Health Services Houston

And teens appreciate that the activities are empowering, encouraging them to speak their minds:

“‘BE IT,’ IT’S BOLD. IT WANTS YOU TO BE BOLD, BE YOURSELF. AND, I LIKE THAT KIND OF STYLE.”

– Tyler, Jackson Senior High School, Jackson, MO

Numerous ATI partners have shared their successes with us, and we want to share them with you for inspiration. Please go to the ATI Partner website at www.ATIPartnerships.com to access the Partner Showcase (case studies), the *ATI Activities Toolkit* and supplemental materials, the latest updates from the Campaign, as well as additional online resources for our community partners.

We look forward to hearing about your successes as well! Please let us know how your community is adopting ATI by sending an email to ATResources@fleishman.com.

As our partners, we also ask that you help us to continue to learn and improve this work by having teen participants and facilitators provide feedback on their experience. We have provided you with very simple tools at the back of the *ATI Activities Toolkit* to capture this information.

“ABOVE THE INFLUENCE” ACTIVITIES

Teens today face an ever-changing world of influence. Everywhere they turn there are negative influences that point them away from a healthier and happier future. The ATI campaign and its activities provide a new way to engage youth in a dialogue about the influences in their lives – both positive and negative – and to empower them to make healthy decisions.

Through the ATI activities, teens learn how to rise above negative influences, and adopt the ATI brand philosophy, “Anything that makes me less than me is not for me...especially drugs and drinking.”

Community partners have embraced the ATI activities in this toolkit and have found them useful in meeting their mission to serve youth.

You will find this toolkit and supporting materials to be invaluable resources as you undertake the ATI activities in your own community and inspire local teens to live “Above the Influence.”



INFLUENCE DISCUSSION

ENGAGE TEENS IN YOUR SCHOOL OR COMMUNITY IN A DISCUSSION ABOUT “INFLUENCE.” CHALLENGE YOUR LOCAL YOUTH TO THINK CRITICALLY ABOUT THE ADVERSE EFFECTS OF DRUG USE AND THE POTENTIAL NEGATIVE INFLUENCES SURROUNDING THEM IN THEIR SOCIAL AND MEDIA ENVIRONMENTS.

The “Above the Influence” campaign has some great tools that can help you spark your local discussions:

The “Above the Influence – Influence Videos” showcase what teens in the Bronx, NY, Portland, OR, and Milwaukee, WI, think about influence in their lives and hometowns and how they stay “above it.” Show these videos before you engage your group of teens in discussion to help them start thinking more critically about the influences around them. The videos can be downloaded at www.ATIPartnerships.com or www.YouTube.com/abovetheinfluence.

VIDEO DISCUSSION GUIDE

The “Influence Videos” feature real teens engaging in intimate conversations about their thoughts and perspectives on the topic of influence. The videos provide teens, parents, educators, and others with a first-hand look at the various issues and influences teens face in different parts of the country.

These videos and the accompanying discussion questions can be used as instructional tools and a centerpiece for dialogue about teen influences, along with other materials provided in this toolkit. In a large- or small-group setting, we suggest you play the videos first, and then lead a conversation using the discussion questions below:

- Let’s talk about your life. What does life look like for you on a daily basis? Who is a regular part of your life?
- Let’s talk about you. What are some words you would use to describe yourself? Or, if it’s easier, what are some words your friends would use to describe you?
- What are some of your dreams and goals?
- Who supports you in achieving your dreams and goals?
- Who are your heroes? Who do you look up to? What makes them so special to you?
- What’s the best thing about living in your neighborhood?
- What does the word “influence” mean to you?
- What are some good or positive influences in your life? They can be people, things, activities, events, etc.
- What are some bad influences in your life? They can be things you see or experience in your life that make you think about doing things that you know aren’t good for you.
- We all have some bad or negative influences in our lives. How do you make sure that you are staying on a path to doing the right thing in your own life? How do you “stay above it”?

NOTE: All teens featured in these videos have given the Media Campaign permission to use this footage for educational and promotional purposes. Parents and guardians have signed release forms for children under the age of 18.



VIDEO PROJECT GUIDE

If your teens view the “Influence Videos” and are inspired to produce their own videos highlighting their views on positive and negative influences, there are a few low-budget ways to help them coordinate production:

1. Borrow a flipcam or video camera from a local school or community college with a multimedia department.
2. Teens can record each other answering the discussion questions recommended on the previous page. Encourage teens to be creative and make the videos their own unique expression.
3. For a larger group of responses, the teen production team can host a panel of teens for a town hall or back to school night event, inviting more teens to share their influences on camera for this project.
4. Work with the same school or a local television outlet to use their multimedia department as an editing room and learning experience for your teens.
5. Post the resulting video on your organization’s website, YouTube, or Facebook page, thanking the partnering school or TV outlet for their support.

Once your organization has posted the teen-produced video, tell us on Facebook and we’ll promote your project:

www.facebook.com/AbovethInfluence or send us an email at ATresources@fleishman.com.

There are a lot of other ways your teens and organization can use the video discussion to increase awareness among other teens and leaders in your community. For instance, you can host a Video Premier Event and invite teens, parents, key community stakeholders and the media to attend. You can take this a step further and host a live teen panel discussion about influence as a part of the event. You may want to work with your local media to air the video as part of their afternoon programming. You may also want to take the video on tour around your community, with stops at local high schools, community centers, and malls. For more examples and ideas of what you can do to leverage the Influence Discussion Video in your community, check out the Partner Showcase on the ATI Partner website at www.ATIPartnerships.com.

SEND US YOUR SURVEYS

After you complete the Influence Discussion activity, please ask the teens who participated to fill out the paper survey included on pages 58-59 of this toolkit. Additionally, please complete the adult facilitator survey on page 60. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.



TEEN EXPRESSIONS ART PROJECT

GO STRAIGHT TO THE SOURCE –TEENS THEMSELVES–
TO SEE HOW THEY REPRESENT THEIR IDEAS FOR
STAYING “ABOVE THE INFLUENCE”.

The Teen Expressions Art Project asks teens in your community to create their own visual expressions of the “Above the Influence” symbol.

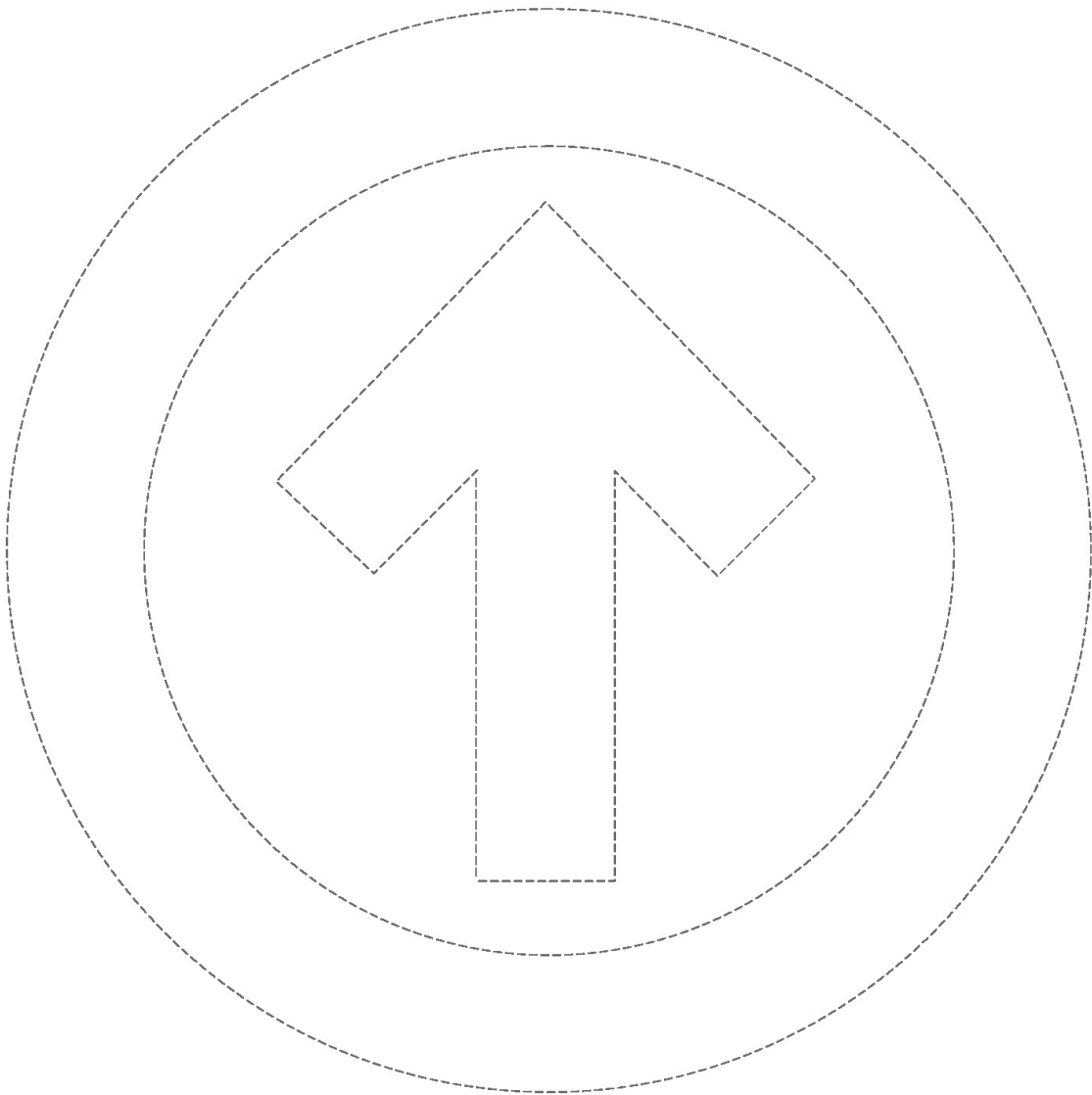
- Facilitators will find the “Above the Influence” logo template available for download at www.ATIPartnerships.com. Activity leaders may photocopy the template as much and as frequently as needed. As community youth leaders, art teachers, and other adults who work with teens, you can spread the word about this activity and encourage local teens to participate.
- Work with local art clubs, movie theaters, malls, or other community spaces to host an art exhibit. Offer prizes for the best or most original art. Check in with local businesses – they may be willing to offer prizes!
- After your contest or event, feature the best art in your clubs or organization meeting rooms.
- To ensure submissions can be featured, make sure that teens know there should be no profanities, no corporate logos or name brands, and no overt symbols of violence (guns, gang signs or symbols, etc.), or any other rules that apply to the activity in your community.

There are a lot of other ways your teens and organization can use the teen generated art to increase awareness among other teens and leaders in your community. A few examples from ATI partners include using scanned images of the artwork to create a holiday greeting card to be sent to key stakeholders, using scanned images of the artwork to create an organizational banner, creating a collage of the ATI symbols to hang in the local community center, or having a group of teens work together to create a large ATI symbol mural rather than individual art projects. For more examples and ideas of what you can do to leverage the Teen Expressions Art Project in your community, check out the Partner Showcase on the ATI Partner website at www.ATIPartnerships.com.

SEND US YOUR SURVEYS

After you complete the Teens Expressions Art Project activity, please ask the teens who participated to fill out the paper survey included on pages 58-59 of this toolkit. Additionally, please complete the adult facilitator survey on page 60. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

NOTE: You may download the Art Project template at:
www.ATIPartnerships.com



TEEN EXPRESSIONS ART PROJECT

EXAMPLES





“TAG IT”

“TAG IT” ASKS TEENS TO LITERALLY TAG THE INFLUENCES IN THEIR LIVES AND SHARE THEM WITH THE WORLD.

The activity builds “influence literacy” and gets teens to recognize the power of influence. It also hints at empowerment – providing a tangible way to say, “I see it, and I’m above it.”

“Tag It” is easy for your organization to execute, and it takes only a few simple steps.

OVERVIEW

The purpose of the “Tag It” activity is to increase teens’ awareness of influences in their environment and how influences may prompt them to make decisions – both positive and negative, healthy and unhealthy. In particular, “Tag It” is focused on raising teens’ awareness of drugs as a **negative** influence in life, and in providing them with opportunities to discuss ways to avoid drug use and other risky behaviors.

After completing “Tag It,” teens should:

- Be able to define influence and provide at least three examples of common influences in their lives;
- Understand the difference between positive and negative influences;
- More easily recognize the power of influence – that there are influences all around them, both positive and negative – that play into their decision-making process;
- Recognize that drugs are a common negative influence in the lives of teens;
- Feel empowered to think more critically about negative influences, like drugs, and the ways to stay above them.

“TAG IT”

PREPARATION

Hosting and staging “Tag It” is easy for youth leaders and fun for teens. Start by finding an appropriate, comfortable space to accommodate your group. For the preliminary discussion and activity set-up, choose a location that is big enough to accommodate all of your teens and quiet enough to watch a video and facilitate a brief discussion. To implement the “Tag It” activity, you will need to send teens off in groups or pairs so they can tag and photograph their influences. Some recommended settings include shopping malls (be sure to check in with mall management and security first to get their permission), schools, parks, and the local neighborhood.

WHAT YOU NEED

- A room large enough to accommodate your group
- TV/DVD or Computer (if available)
- Printed copies of the downloadable ATI “tag” (see below)
- Markers
- Cameras or cell phones that are equipped w/cameras

Depending on the time you have available with your teen group, “Tag It” can be executed in three distinct sessions. Or, if you are planning a half- or full-day with your teens you can complete the activity as one comprehensive session.

I AM :

PDF OF ATI “TAG” AVAILABLE AT
WWW.ATIPARTNERSHIPS.COM



SESSION ONE

OPEN THEIR EYES TO INFLUENCE

Start the exercise by playing the three Influence Videos available online at www.YouTube.com/abovetheinfluence or download them at www.ATIPartnerships.com. Facilitate a brief discussion with the group about the videos and influence in general. You can guide your discussion by asking the following questions:

- What was the first thing that popped into your mind as you watched these videos?
- What is the main message that you are getting from them?
- What were some of the influences that were referenced in the videos? Were they positive, negative? [Continue until drugs are mentioned or probe on this topic.]
- Thinking about drugs, do you consider them a similar influence in your life? Why or why not?
- What have you heard or seen about the “Above the Influence” campaign?
- What does “ABOVE the Influence” mean to you?
- What does “UNDER the influence” mean to you?
- What causes people your age or like you to become under the influence?
- What happens to them if they become under the influence?
- What are some bad influences that you see or encounter on a regular basis? They can be things you see or experience in your life that make you think about doing things that you know aren’t good for you.
- Where do you encounter negative influences most often? When do you feel pressured most?

"TAG IT"

SESSION TWO

SEND THEM OFF "TAGGING"

Start the day by bringing the teens together for a short recap of the "influence discussion" held during the previous session. Explain the "Tag It" exercise and send the teens off in groups or pairs to "tag" their influences and take photos.

1. Download, print and distribute "Above the Influence" branded "post-it" notes to teens (available at www.ATIPartnerships.com).
2. Ensure each pair or group of teens has one camera or camera phone with them.
3. Send them off:
 - Teens can find and tag influences anywhere around them: the mall, the park, their home, or school.
 - Ensure that teens put a tag on each influence, fill in the label, photograph it, and then remove the tag.
 - Appoint a designated time and meeting place for Session 3, when the group will come back together and share what they tagged.

RECOMMENDED SETTINGS: SHOPPING MALLS,
SCHOOLS, PARKS, AND LOCAL NEIGHBORHOODS





SESSION THREE

SHARE THE EXPERIENCE

Gather the same group of teens again to have them share what they tagged and talk about the things that influence them in their daily lives. Ask each of them to share some of their favorite photos and ask them why they chose to tag those particular things as influences. After the group shares their photos, engage them in a short follow-up discussion, using some of the following questions as a guide:

- What did you learn from this activity?
- After doing this activity, has your definition of “influence” stayed the same or has it changed since we first discussed it in the first session?
- Were you surprised by some of the influences that your friends tagged? What were some of the most surprising influences to you? Why?

Now, show the Portland “Tag It” video available for downloading at www.ATIPartnerships.com and www.YouTube.com/abovetheinfluence. Then, continue the discussion with the following questions:

- Now that we’ve done this activity, how were our “Tag It” influences the same or different than those in Portland?
- Do you feel that the influences of drugs here in our community are the same as in Portland? Why/why not?
- In what ways did this exercise make you think about the influences in your life?
- Did this exercise make you think about the influence of drugs in our own life? How so?
- We all have some bad or negative influences in our lives. How do you make sure that you are staying on a path to doing the right thing in your own life? How do you “stay above it”?

“TAG IT”

Discussion Questions Continued

- Let’s talk about positive influences. What are some good or positive influences in your life? They can be people, things, activities, events, etc.
- Why do you consider these things/people positive influences?
- What can you or this community do to help maximize the positive influences in your life?



Following your final group discussion, ask the teens to upload their “Tag It” photos to your organization’s website and/or Facebook page to showcase their visuals among organizational members. Teens can also upload their photos to their personal Facebook pages to share the experience with their friends.

There are a lot of other ways your teens and organization can use the “Tag It” photos and activity involvement to increase awareness among other teens and leaders in your community. A few examples from ATI partners include using “Tag It” photos to create a year-long calendar or to create a collage in the shape of the ATI arrow to be displayed in the community center, while others have shared the pictures with their local newspaper for a feature story. For more examples and ideas of what you can do to leverage your “Tag It” session in your community, check out the Partner Showcase on the ATI Partner website at www.ATIPartnerships.com.



SEND US YOUR SURVEYS

After you complete the “Tag It” activity, please ask the teens who participated to fill out the paper survey included on pages 58-59 of this toolkit. Additionally, please complete the adult facilitator survey on page 60. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

NEED MORE INFO?

*For more specific guidance on working with teens and facilitating logistical details of “Tag It,” please see our companion primer, *Planning Your ‘Tag It’ Day*. It is also available online for downloading at:*

www.ATIPartnerships.com.

“TAG IT” EXAMPLES





“BE IT”

“BE IT” ASKS TEENS TO CREATE THEIR OWN PERSONAL SLOGAN – A SHORT STATEMENT (6 WORDS OR LESS) THAT CAPTURES WHO THEY ARE AND HOW THEY LIVE THEIR LIVES TO STAY ABOVE NEGATIVE INFLUENCES.

The activity helps teens gain an understanding of brand value and how maintaining a brand’s reputation affects the influence of the brand. Teens will be empowered to “be” the positive influence by identifying their *own* personal brand and creating a slogan that best represents them.

OVERVIEW

“Be It” is an activity that underscores the importance of character building and addresses how one’s actions affect how he or she – and his or her personal brand – is perceived and influences others. The activity allows teens to “be” the positive influence through the slogan (e.g., a short, creative, positive statement) they create to describe themselves. It also serves as a reminder and helps reinforce consistency between their beliefs about who they are and their actions, inspiring them and others to “stay above the influence.”

Through participation in “Be It,” teens will:

- Develop an awareness of how they want themselves to be perceived and how their actions impact how others see them
- Appreciate that their personal slogan can be helpful, powerful and vocalized when negative influences surround them
- Reflect on why staying “above the influence” is important
- Be more empowered to express the importance of staying “above the influence” and making smart choices
- Recognize how marketing helps establish and maintain brand reputation and how they, themselves, are marketed to

“BE IT”

PREPARATION

“Be It” is a one day activity that should take one to two hours to conduct. The “Be It” activity should be fun and engaging for teens, using examples that are interesting and relevant to their lives. You’ll need an appropriate, comfortable space for your group, as well as the “Be It” activity guidelines and materials. Prior to starting the activity, facilitators may want to review the “Be It” video available for download at www.ATIPartnerships.com.

WHAT YOU NEED

- A room with enough space to spread teens around
- Copies of the Youth Participant Survey for each participant
- “Be It” ATI Thought Bubbles (available online for download and printing at www.ATIPartnerships.com)
- Markers
- Creative materials such as designed tape, stencils, stamps, etc.
- Pencils and paper
- Camera/Cell phones with cameras

Facilitators may want to set out the ATI Thought Bubbles, markers and other creative slogan materials on a table prior to starting the activity.

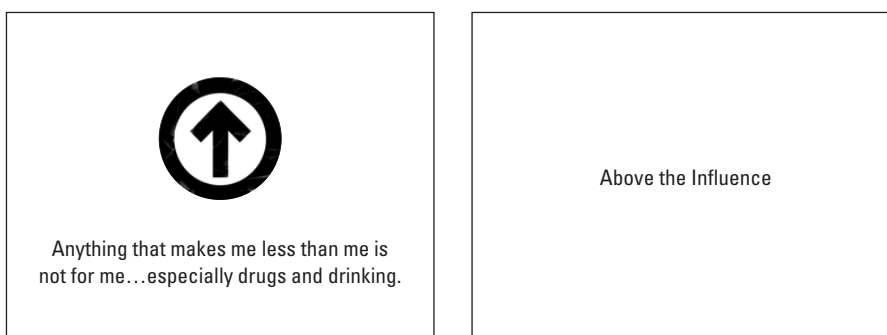




BRAND CARDS

To help facilitate the discussion focused on brands during Part One of “Be It,” activity leaders may want to create “brand cards” prior to the start of the activity – these will offer teens examples of what a brand, slogan and logo are. Using a Word document, cut and paste the brand slogan and logo on page one, and the brand name on page two. Print the document double-sided so that it creates a front-to-back “card.” Five brand cards should be sufficient to support the conversation. There are many resources available online to help you choose popular brands that your teens will recognize. For example:

- **Ypulse**, “Tweens & Teens on the Back-to-School Shopping Scene” - <http://www.ypulse.com/tweens-and-teens-on-the-back-to-school-shopping-scen>
- **MediaPost**, “85% of Teen Brand Word-of-Mouth Occurs Offline” - http://www.mediapost.com/publications/?art_aid=136262&fa=Articles.showArticle



Alternatively, advertisements taken from teen-focused magazines may serve as aids in the discussion, or calling out the brands the participating teens are wearing themselves.

Prior to starting the activity, facilitators may also want to review the “Be It” video available for download at www.ATIPartnerships.com.

WARM UP

1. (Optional step) It is recommended that facilitators show participants **ONE** of the three “Above the Influence – Influence Videos” and participate in a **brief discussion** on the topic of influence and the important role it plays in their lives. The videos are available for free download at www.ATIPartnerships.com.

Questions for Discussion:

- What are some bad influences in your life? They can be things you see or experience in your life that make you think about doing things that you know aren’t good for you.
- What are some good or positive influences in your life? How have they enriched your life? They can be people, things, activities, events, etc.
- How are you a positive influence on people in your life? Who are you a positive influence for?





“BE IT” PART ONE

UNDERSTANDING FAMOUS “BRANDS”

1. It's important to recognize the influence brands have on our lives. This next step will focus on discussing the role of brands in teens' lives and the influence these brands have on them. The facilitator will want to keep the conversation moving at an engaging pace. The discussion will transition to “personal” brands later in the activity.
 - A. To offer teens concrete examples of brands and slogans, **use the brand cards you created** to engage the teens in a conversation about the brands. Go through each card – showing the teens the side of the card with the brand name – and ask the following:

Questions for Discussion:

- What is the brand slogan?
- Does this brand have a logo and what does it look like?
- What is this brand known for?
- What does this brand say about the person who owns/uses it?

- B. Next, discuss the importance of brand reputation.

Questions for Discussion:

- Why is it important that these brands live up to the expectations people have of them?
- What would happen if any of these brands failed to live up to the reputation and expectations we have of them?

2. Now, transition the discussion to personal brands. Just like companies and products, people also have “brands” – we call them personal brands. Like companies and products, people must live up to the expectations of their brands.
 - A. Discuss a few personal brands that are culturally relevant, and how these celebrities’ actions have defined their brands. Facilitators should **choose FIVE examples** from the list below, or come up with five of their own:
 - **Lebron James:** How did leaving the Cavaliers affect his brand?
 - **Demi Lovato:** How did coming forward about her eating disorder and emotional health issues affect how fans perceived her? Is she seen as a positive role model for how she has dealt with these issues?
 - **Miley Cyrus:** How has using Salvia and posing for risky photos affected her brand image among fans? Is she upholding the expectations of her brand as a positive role model for younger teens?
 - **Oprah Winfrey:** How has she established her brand? Why has the popularity of her brand helped other brands? (e.g. Oprah’s Book Club’s effect on the sales of books, Oprah’s “Favorites” effect on the sales of certain products, Oprah’s “Experts” now have their own talk shows).
 - **Tiger Woods:** How has his brand changed during the past two years?
 - **Justin Bieber:** How has getting tattoos affected his brand?
 - **Michael Phelps:** How did his involvement with alcohol and drugs affect the public’s perception of him? How was his career affected? (Phelps was suspended from swimming competitively for three months, and Kellogg’s decided not to renew his endorsement contract).
 - **Fergie:** Some people think that Fergie is a great example of overcoming (meth) addiction. Do you think she has a positive brand? Why?
 - **Lil Wayne:** Do you think Lil Wayne has a positive or negative brand? How has his time in jail affected it?
 - **Britney Spears:** How has her brand fluctuated over the years? What has she done to improve her image?
 - **Daniel Radcliffe:** How has the revelation of his issues with alcohol affected his career? What kind of comments has he made about the affect drinking was having on his life?



“BE IT” PART TWO

BUILDING THEIR OWN BRAND

1. Activity facilitators will now aid teens with building their own personal brands that will help them “Be It” – that positive influence for others. This will involve introspection and thoughtful consideration from each teen about who they are and the importance of being true to oneself.
 - A. Ask each individual to think about how they would describe themselves (e.g., I am __) or someone they look up to.
They may want to write down four or five words that describe themselves/their role model.
 - B. Teens will now write their personal one-line slogans that are six (6) words or less.

Remind teens that strong slogans are:

- Short phrases
- Catchy
- Straightforward
- Easy to remember and hard to forget
- Have positive connotations
- Draw attention to an important/unique aspect of themselves

Thought starters: You’re every bit as much a brand as Nike, Coke, Starbucks, LeBron James, or Oprah. Your brand is based on your identity and can only be defined by you. It reflects how you want family and friends to perceive you - and by extension, everything you do and have to offer.

- What is it about you that makes you different?
- What about you are you most proud of and want to brag about?
- How would you want your friends and loved ones to describe you?
- What do you want to be known/famous for?
- If your picture were on a billboard, what would it say?

“BE IT” PART TWO

2. Ask teens to use the ATI slogan materials laid out on the table to write their slogans on an ATI Thought Bubble. It is O.K. for them to add creative elements to their visual expression of their slogans; however it is important that their slogans still be legible.

Teens may wish to spread out for this activity and go to areas in the facility or elsewhere on the facility grounds that are conducive to being creative.

3. Bring the teens back into the main room to share their slogan with the group and discuss what their personal brand means.

Questions for Discussion:

- What does your personal brand mean to you?
- What could you do to improve your brand?
- What could you do that would damage your brand?
- How does living above the influence in your daily life make you a walking positive slogan for your peers?



4. After the discussion, encourage teens to take a photo of their slogans and post it as their profile picture on Facebook for that day or longer. Teens may also tag **@AboveTheInfluence** on their picture to automatically share it on the ATI Facebook page. In addition, teens may submit their photos to www.AboveTheInfluence.com/beit.

Ask the teens to continue considering their personal brand and their obligation to live up to it. Ask teens to talk to family and friends to see how they are doing when it comes to living up to their personal brand, or how they are doing when compared to their role model's brand.

5. Conduct the **Youth Participant Survey** (copy available on pages 58-59), and collect the forms from the teens.

SEND US YOUR SURVEYS

After you complete the "Be It" activity, please ask the teens who participated to fill out the paper survey included on pages 58-59 of this toolkit. Additionally, please complete the adult facilitator survey on page 60. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

“BE IT” EXAMPLES





“BRING IT”

“BRING IT” ASKS TEENS TO “ROLE PLAY” A VARIETY OF SCENARIOS THAT PORTRAY REAL AND CHALLENGING SITUATIONS THEY MIGHT FACE IN THEIR DAILY LIVES.

The activity helps teens develop actionable tools and ideas for how to make the best choices in the most difficult – and sometimes unexpected – situations. By performing and discussing scenarios related to challenging decisions youth face each day, from dating to substance use to how they use technology, teens have the opportunity to consider the long- and short-term consequences and rewards for their choices, before they make them.

OVERVIEW

“Bring It” builds resistance skills that empower teens to address difficult situations and make healthy choices that help them stand firm against the pressures they face, including the pressures to use drugs and alcohol. Teens will use improvisational (improv) acting techniques to develop and practice resistance skills and engage in discussions about how best to negotiate challenging scenarios in order to stay “above the influence.”

After completing “Bring It,” teens should:

- Possess better resistance skills and tools to be strong in withstanding peer pressure
- Be able to think more creatively about how to remain above the influence in challenging situations
- Have more confidence in their ability to resist negative influences in their lives

“BRING IT”

PREPARATION

The activity requires at least six (6) youth participants; however, it can accommodate a larger group of teens as well. It is important to remember that not all people are predisposed to “perform.” The teens who do not want to act/role play can participate in the pre- and post- discussion of the scenarios.

“Bring It” can be completed in a two-hour session, or facilitators may prefer to conduct the activity in two one-hour sessions. This will provide enough time to facilitate a thorough discussion of all the scenarios presented in the activity.

WHAT YOU NEED

- A room with enough space and privacy to encourage performance
- Copies of the Youth Participant Survey for each participant
- “Bring It” Scenario Card Deck (available online for download and printing at www.ATIPartnerships.com)
- A Timer
- Flip cam or phone cam/recorder (if available)

When a flip cam or video recorder is available, teens can shoot the performance and play it back for the group. The video may be used as a teaching tool for the group and can be stopped and started at key moments of the scene. It can also be used in later discussions.



WARM UP

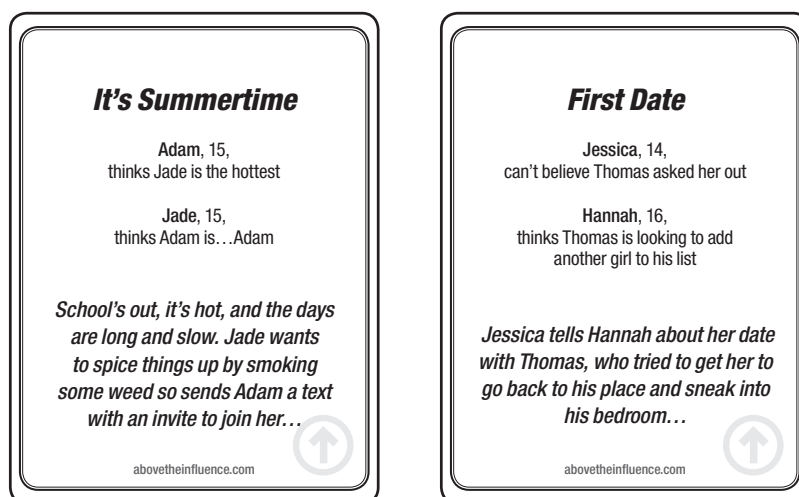
1. Engage the entire group in a warm-up activity that gets teens comfortable with the idea of unrehearsed acting in front of a group. Teens need to be comfortable enough with their peers and the activity facilitator(s) to want to perform and have candid discussions about the scenarios presented during “Bring It.”

Variations on charades may be a good choice as they are a quick, easy and a fun way to put teens in a creative mindset and make an improvised performance easier. For example, each teen can think of a movie, TV Show, song or celebrity and write it down on a piece of paper to be placed in a bowl. The teens then take turns drawing a piece of paper from the bowl and trying to get their peers to guess what is on the paper by using acting and non-verbal clues.

"BRING IT"

WHAT WOULD YOU DO?

1. Explain to the teens that they will now be asked to "Bring It" by improvising/acting out real life scenarios. Fourteen scenarios are available in the "Bring It" Scenario Card Deck – each card describes a distinct scenario, including brief profiles and roles of 'characters,' and a description of their environment and situation.



In addition, **two blank Scenario Cards have been included** in the deck to allow facilitators an opportunity to address situations or circumstances that have arisen recently in their own community. The facilitator should fill the cards out using the same format as the original "Bring It" Scenario Cards, along with fake character names.

Though the Scenario Cards indicate genders and ages, facilitators are free to alter this to accommodate their group or flip the roles to allow teens different opportunities to address the scenarios. Some of the scenarios address sensitive issues that boys or girls may feel more comfortable discussing exclusively with those of their gender. **Facilitators may wish to split the group up by gender or remove those cards from the Scenario Card Deck.**



2. A teen should randomly choose a scenario from the “Bring It” Scenario Card Deck without looking, and give it to the facilitator. The facilitator will ask for volunteers to act out the scenario.
3. The volunteers will have one minute to review and discuss the scenario.
4. After they’ve had the opportunity to review, the facilitator will tell them to “Bring It” and the scene will begin. The facilitator should start the timer, giving the volunteers **2-3 minutes** to complete their scene.

Whether they are being true to their own experiences or just trying to entertain their peers, teens may drive their scenes and performances to involve drugs, alcohol or other risky behaviors.

These are all part of the teachable moments designed to emerge in this activity. As the facilitator, you should refrain from criticizing the choices they make.

Instead, several methods allow you to move the scene in a more beneficial direction:

- Step in and fast-forward the scene to a time when negative outcomes may be more apparent to the teen actors.
- Step in and offer an exact consequence that may result from the choice made and ask the teens to pick the scene back up. For example, if two teens drink, what happens when mom comes home and catches them? What happens the next day in school when there’s a test first period? What happens when regular drinking prevents them from graduating?
- Stop the scene and have a dialogue with the whole group to discuss the choices made. What does everyone think the implications are? What would they have done differently or the same?

Facilitator tips are provided at the end of the activity, along with a reference on resistance skills.

“BRING IT”

5. Following each scenario, youth leaders should guide the group in a thorough discussion about the choices made and resulting consequences in the scene. To maximize engagement and achieve the greatest impact, the discussion should be focused on resistance skills, with teens assessing how their peers chose to say no or what they could have said or done differently.

Questions for Discussion:

- Did this scenario make you think about a time when you faced a similar influence in your life?
- In this scenario, were the decisions made and the consequences realistic?
- What would you have done the same or differently from the performers?
- What alternative (other route) could have been chosen?

If your group recorded their performances, consider posting them on YouTube for the teens to link to on their Facebook pages. Share the links with the “Above the Influence” team by email to ATIResources@fleishman.com.

6. Conducting “Bring It” in two sessions? Ask the teens to return for Session Two with two new scenarios they’ve created. Use a few “Bring It” scenarios from the Scenario Deck to get the teens warmed up at the start of Session Two, and then switch to the teen-developed scenarios.
7. Conduct the **Youth Participant Survey** (copy available on pages 58-59), and collect the forms from the teens.

SEND US YOUR SURVEYS

After you complete the “Bring It” activity, please ask the teens who participated to fill out the paper survey included on pages 58-59 of this toolkit. Additionally, please complete the adult facilitator survey on page 60. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

“BRING IT” ACTIVITY TIPS FOR FACILITATORS

Many teens lack resistance skills and techniques to help them resist drug use and other risky behaviors. Facilitators may find teens revert to the “Just say no” approach, which, while important, is more effective when combined with other refusal techniques.

Facilitators may want to assign a resistance skill from the list below to the teen if s/he is stuck on how to address the scenario – this should be done only after the performer has attempted to address the scenario themselves. These resistance skills leave both parties with self-respect and a clearly-understood message from the teen who is being pressured.

RESISTANCE SKILLS

FRAMING

Acknowledging the other person’s point of view before saying it’s not for me.

- “I realize why you’re interested in XX, but I am just not interested in doing that.”
- “I know you’re stressed right now and want to blow off steam, but this just isn’t how I like to relax.”

EMPATHY

Put the other teen in your shoes and help them see why you’d prefer to take a pass.

- “That stuff would make me lose control – and you know I’m a control freak, I wouldn’t like it at all.”
- “My mom knows everything. It’s like she’s psychic. I can’t risk getting caught.”

TONE

To keep the situation peaceful, teens may avoid aggression and instead be calm or use humor (e.g., make a joke to diffuse or back away from a situation).

- “Yo, your momma called and she said, ‘Busted!’ Just kidding, but seriously, my momma would freak on me if I did that.”
- “Listen, I respect that it’s your body and you can do what you like to it, but I’d rather not do that to mine and I hope you can respect that too.”

DISPLACEMENT

Teens may put a better option on the table for themselves and/or their friends.

- “Nah, I’d rather go shoot hoops. Want to come?”
- “Thanks, but I was planning to hit the mall before it closes. I’d love for you to come with; my mom can drop us off.”

REMOVAL

Teens should always feel that it’s OK to get out of dodge: When all else fails, they should try to keep their cool and find a way to physically get out of the situation.

- “Thanks for the invite, but I have plans to meet up with my cousin in 20 minutes and need to get home.”
- “Honestly, I’m not feeling it. But, I’ll be at the arcade playing games if you decide you want to do something else.”

SOCIAL NORMS

Teens can find strength in numbers and use examples of how and why others aren’t going down that path.

- “I know you think everyone’s doing it, but I have a lot of friends who don’t.”
- “My basketball team made an agreement with each other to stay away from XX. It’ll affect our performance on the court and kill our shot at the state title.”

CONSEQUENCES

Teens can lay out for themselves and their friends what could happen because of taking the risk (emphasizing the short-term and then long-term consequences).

- “Dad would lose it if he found out we had a party, and then kill us when he found out people were drinking.”
- “If you went back to his place, it could send a signal that you want to fool around and he might expect stuff.”



“EXPRESS IT”

“EXPRESS IT” CALLS ON TEENS TO CREATE A SHORT SKIT, SONG OR DANCE THAT EDUCATES AND INSPIRES THEM AND THEIR PEERS TO LIVE “ABOVE THE INFLUENCE.”

The activity helps teens gain an awareness of the influences and issues impacting youth in their community, particularly those related to substance abuse, and empowers them to use creative expression through performance to educate other youth about these issues and inspire them to live “Above the Influence.”

OVERVIEW

“Express It” enables teens to explore the issues affecting youth in their community and provides an outlet for them to express their concerns about and draw attention to these issues. The activity asks teens to create a song, skit, or dance that shines a light on these influences and issues and promotes positive change. Songs, skits, and dances should:

- Be approximately **two (2) to three (3) minutes** in length
- Creatively express their views on positive or negative influences, and how they stay “above it”
- Incorporate the ATI brand principle, “Anything that makes me less than me, is not for me...especially drugs and alcohol.”

Through participation in “Express It,” teens will:

- Embrace their creativity to create a performance that allows them to become the positive influence and express how they live “above it”
- Identify influences facing youth in their community and the impact of these influences
- Understand the importance of educating their peers on these issues
- Develop a positive and inspiring message that encourages their peers to live “above the influence”



PREPARATION

The “Express It” activity is a versatile activity that most groups can implement. The minimum time frame recommended for this activity is one hour and 30 minutes. While the activity is scalable and can accommodate different time allotments, facilitators and teens may wish to split this activity into separate sessions to allow more than the suggested time for the activity so teens can refine their performances. For large groups of teens, it is helpful to have several adult facilitators available to support the teens and enable productive sessions.

“Express It” should be held in a space that is large enough for the teens to break into smaller groups (i.e., six to eight teens) and move around to prepare and rehearse their performances. Not all groups have to do the same “Express It” activity; some teens may wish to develop/perform a skit while others may wish to write/sing a song or come up with a new dance.

Some spaces may allow for better acoustics or viewing. Examples of possible spaces to conduct this activity:

- Music Classroom
- Auditorium
- Community Theatres
- Recording studio (many high schools, colleges and youth centers have studios that can be reserved)
- Outdoor amphitheater (check weather forecasts first)
- Cafeteria, library, or gymnasium

It is important to remember that not all youth are expected to “perform.” Some teens may have an interest in contributing “behind-the-scenes” by writing lyrics or generating creative ideas on how to incorporate fun, visual elements. The teens in the group who are comfortable with “taking the stage” can serve as the “performers.” All teens are encouraged to participate in the post-activity discussions.

Your feedback, and that of your teens, is important to us. Once you have concluded the activity, please complete the questionnaires located at the back of the *ATI Toolkit*.

“EXPRESS IT”

WHAT YOU NEED

Materials needed for the activity may vary based upon the style of performance (skit, song, or dance) selected. **Pen and paper for each group will be required** to write the scripts, songs, or choreography. The following materials may also be helpful:

- Props
- Costumes
- Musical instruments
- Speaker/Stereo that is able to connect to an iPod or other MP3 player
- Recording devices or equipment

***Please note, these are not required, however they can help teens more readily achieve their creative visions.*

PART ONE: WARM UP

(approximately 15 minutes)

1. Influence Discussion (optional)

It is recommended that facilitators show **ONE** of the three Above the Influence Videos to get the participants thinking about what influences them every day. The video will help jump start the discussion and provide a basis for choosing the topic(s) to perform. The videos can be downloaded at www.ATIPartnerships.com.



Questions for Discussion:

- What are some bad influences in your life? These can be things that you've experienced personally or those you've seen affect others.
- What are some of the positive influences that affect you and your peers?
- Name some specific examples of what your favorite entertainers (actors, musicians, dancers, etc....) do that you think influence you or your peers.
- How do you influence those around you?

Time permitting, consider conducting the ATI "Tag It" or "Be It" activity as follow up to the Influence Discussion to better familiarize the teens with "Above the Influence."

2. Topic / Selection

Now, turn the focus of the discussion toward the specific issues facing your community. These will be the topics the group use to develop their performance(s). Through the course of the discussion, work with the teens to create a list of their top **three to five topics/issues**.

Examples:

- If one of the influences you're discussing is how magazines depict the perfect guy or the perfect girl, the specific topic may be eating disorders.
- If the discussion is focused on drug use in music videos, a specific topic could be club drugs or marijuana.

“EXPRESS IT”

3. Place Participants Into Groups & Break The Ice

Once the group has decided on the topics, place participants into smaller groups of **five to eight teens** and assign the topic for each group to address. You may assign the same topic to more than one group if you have more groups than topics. This is a great way to show how multiple approaches can be taken to positively influence peers on a single issue.

If possible, have a mentor or youth leader assigned to each group who has already been instructed on the activity. This will help ensure the groups stay focused.

Ice Breaker

An Icebreaker helps participants become more comfortable with the group – especially those who are not already familiar with each other –and will get creative juices flowing. Two examples of ice breakers that work well with this activity are included on page 48 of this activity, but you are welcome use any you feel appropriate for your group.

PART TWO: EXPRESSING YOURSELF

(approximately 30 minutes)

1. Choosing A Performance Style

The first step is to choose the performance style that will best relay the message you are trying to convey. Groups need to decide whether they will create a skit, song, or dance (see pages 49-54 for tips on creating skits, songs, or dances).



Thought starters: Facilitators may ask the following questions to help teens select a style.

- Does anyone in your group have experience or special talents with any of these styles?
- What would capture the most attention from the entire group?
- Has there been a recent event or incident relating to the topic that we should be thoughtful of? (Ex: A comedic song about the dangers of drugs may not be appropriate if the community recently experienced the death of a student due to drug use, however other styles of expression may be more suitable for addressing the incident/issue.)
- Is there a popular song, dance, movie, etc., whose success you could imitate or create a parody of?

2. Creating the Performance

Instruct each group to create a two to three minute skit, song, or dance.

Tips for creating skits are located at the end of this activity starting on page 49, and are available for download separately. The tips provide recommendations for three separate performance styles, along with ideas on how each can be created into a masterpiece. The “Express It” tip guide may be photocopied and shared with the teen groups or and/or other facilitators.

3. Rehearsing

Practice will help the teens work out any kinks in their performances, make sure the performance will resonate with the audience, and make sure everyone is on the same page, beat, or note.

“EXPRESS IT”

PART THREE: PERFORMING & DISCUSSING

(approximately 45 minutes)

1. The Performance

The topics have been selected, styles chosen, and the masterpieces created and rehearsed. It is now time for the groups to “Express It” and share their performances with the larger group.

It may be beneficial for the teens to record their performances with a video camera. A teen may volunteer to use their cell phone video cameras, if one is available to document the performance. The video can be used for fine tuning the performances, sharing with friends and family, or edited together with each group’s video for use in future discussions.

If there is a group that does not have enough people to record the performance themselves, assign someone from another group to do so. Take photographs as well if possible. Each group should give a brief introduction to their performance.

2. The Discussion

Once each performance is complete, the facilitator should say something encouraging and engage the entire group in a discussion about what they learned from developing and watching it. Allow the teens to reflect on what they have learned and share their new understanding of the topic as well as their ability to educate their peers.

Questions for Discussion:

- What was the performance style used?
- Why was this style an effective way to communicate with other teens?
- What was the topic(s) this performance addressed?
- What did you learn about the topics that you didn’t already know?



- After performing and/or seeing the performance, how does this affect your views on ways to be the positive influence and helping to promote living above negative influences?
- Does this performance inspire you? How so?
- What are you going to do to continue spreading this message?

3. “Express It” Beyond the Activity

Often times, these short activities are the beginning of something even greater. If you have permission of the participants and their parents, post the videos on popular social networking or video sites and engage local teens in a discussion about the performances. You may also continue to refine the performances and add more elements to make them even more impactful. Sometimes all that’s needed is more rehearsal rather than changes to the performance itself. Listed below are several potential opportunities facilitators and teens may wish to leverage to continue to “Express It.”

- School assemblies
- Organized Teen Nights or youth groups
- For local elementary schools
- At other youth serving and partner organizations
- Before school performances or during event intermissions
- At community fairs, festivals, carnivals, and expos
- Anywhere where their message can be heard or seen!

SEND US YOUR SURVEYS

After you complete the “Express It” activity, please ask the teens who participated to fill out the paper survey included on pages 58-59 of this toolkit. Additionally, please complete the adult facilitator survey on page 60. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

“EXPRESS IT”

ICEBREAKERS

Strike a Pose

Begin with everyone in the group standing up and forming a circle. Then one person will say their name while they step forward into the circle, striking a pose that shows off their personality. This is followed by everyone copying that person.

For Example:

John steps into the circle saying “JOHN!” and doing a goofy body builder pose because fitness is important to him. Everyone else follows suit, saying “JOHN!” and copying John’s pose.

Circle Toss Name Game

For this Ice Beaker you will need a couple of random objects that can be tossed around a circle like a Nerf ball or stuffed animal. With everyone in a circle toss the object to the first person who says a descriptive word that starts with the same letter as their name followed by their name. They then throw it to another person who will repeat what they said and then do the same for their own name. The first time around, participants only need to repeat the person before them and say their own. If you want to make it more interesting, each time the object gets tossed, that person has to repeat everyone’s name that has come before them and their own.

For Example:

The object gets tossed to Justin who says, “Jumping Justin!” He then tosses the object to Colin who says, “Jumping Justin, Creative Colin!” This continues until everyone in the group has gone and can be repeated again with multiple objects being tossed around at the same time.



“EXPRESS IT” TIPS: SKITS

SKITS

A. Delegate Responsibilities

Each participant may have different comfort levels when it comes to acting in front of their peers but there are plenty of ways to be involved in the performance without acting.

Some responsibilities may include:

- Writing the script
- Creating costumes or props
- Videotaping the performance
- Directing the actors
- Serving as the skit emcee

B. Brainstorm Themes & Create Script

The group may already have an idea of what they want to do and can dive straight into writing the script. If not, have the teens conduct a quick brainstorm session to think of possible ways to incorporate their **topic/issue** (from the exercise in Part One, section 2) and how to include an “Above the Influence” message.

Conducting the brainstorm

1. Ask a teen to volunteer to be the note taker. Provide a chalk board, dry erase board or oversized easel pad of paper and markers for note taking.
2. Have the volunteer create three (3) columns on the board: **SCENARIOS**, **INFLUENCES/PRESSURES**, and **FACTS** (see example chart on following page where the topic/issue is “underage drinking”).
3. Ask the teens to populate the columns. Perhaps each teen can give one idea for each column; the note taker will write the ideas down.

- Once ideas are on the board, discuss which *Scenario* might work best with which *Influence/Pressure*, and which *Fact(s)* goes best with that combination. The note taker can keep track by using arrows to connect the different ideas in each column.
- Have the teens vote on which combination set they like best and would like to use as the basis for their script.

Example: Let's say the **topic** is **underage drinking**:

SCENARIOS	INFLUENCES/ PRESSURES	FACTS
New kid in school at party	The need to make new friends	Alcohol use can lead to persistent learning and memory problems
Student brings vodka to school	One drink has never hurt anyone	Drinking alcohol impairs judgment
Friend's older brother brings beer to a party	Everyone else is drinking	Alcohol causes blurred vision

Teens can find facts and information on different topics and influences by visiting www.abovetheinfluence.com

Using one or more the combinations sets, teens can then begin to develop a rough outline of the skit, including key points, actors' lines, and facts the group feels are important. Don't worry about perfecting the script.

C. Rehearse Skit

Rehearse the skit as soon as there is a solid script outline to build the scene(s) on. This will help the script process and the participants will become more comfortable with the skit. Don't worry too much about the details when rehearsing, and remember the point is for the teens to have fun while learning about influences and educating peers.



“EXPRESS IT” TIPS: SONGS

SONGS

A. Delegate Responsibilities

Determine who is comfortable singing in front of their peers – the best approach for the group may be singing together. Those who aren’t comfortable with singing can still be involved in the creation of the song, serve as an impromptu drummer with an upside down bucket or other instrument, or serve as the producer to ensure everyone that the lyrics and melody line up, etc.

Some responsibilities may include:

- Writing the lyrics
- Finding or writing the score (instrumentals) for the lyrics
- Producer
- Sound recorder (if recording the performance)
- Videotaping the performance

B. Discuss Genre

Any genre is the right genre when it comes to being the positive influence through music; just make sure the genre is a good fit for the audiences the teens will perform for to ensure the music will resonate with the audience. Have the teens think about what music most influences them and their audience.

One style that is often fun and well received is a parody of an already well known song. Teens may use an existing song and replace the lyrics with those they draft. Facilitators should be conscientious of the intended uses for the song and copyright limitations on uses.

Genre Ideas:

- Spoken Word (Also referred to as performance poetry)
- Parody (Uses an existing song and replacing lyrics)
- Military Style Cadence (Call out and response)
- Traditional Styles (Country, Pop, Rock, Hip Hop, etc.)

C. Write Lyrics/Select Music

After the genre is selected, the group should begin writing the lyrics and decide what music should accompany them. Have everyone list facts relating to the topic while a teen volunteer writes them all down. The songwriters can refer to these facts and incorporate them into the song as they write the original lyrics or parody. If possible incorporate this phrase into the lyrics: "Anything that makes me less than me, is not for me."

Thought Starters: Facilitators may want teens to consider the following questions as they write the lyrics/score:

- What do you want the audience to take away from this song?
- What are the three main points/facts we want to emphasize?
- Are we staying on topic throughout the song?
- Is our song inspiring?

D. Rehearse Song

Once the lyrics are complete and the music is selected or originally produced, the group should rehearse the song. This will help ensure the music and lyrics work well together and that the overall performance is on target. The group should practice the song several times and continue to refine and make changes to it as they go along.

Remind participants that they're not trying to win a Grammy; rather they are helping to change their community for the better by living "Above the Influence," "Expressing It," and having fun along the way.



“EXPRESS IT” TIPS: DANCE

DANCE

A. Delegate Responsibilities

While some may not be comfortable dancing in front of audiences or being in the spotlight, there are many possibilities for all teens to be involved in the dance performance. For instance, some participants may have a creative vision or ideas on how to incorporate the group’s message into movement.

Some other responsibilities may include:

- Choreographing the dance
- Researching and providing back up music
- Introducing the dance performance topic, style and rationale for style
- Videotaping the performance

B. Brainstorm Style & Themes

There are a variety of dance styles ranging from ballet to modern – such as lyrical, step, and hip-hop. “Dance” simply means the expression of your message through *movement*. Sometimes expressing an idea solely through movement can have an even greater impact than explaining it directly through words.

Different styles of dance that can be incorporated into the performance include:

- Step dance (Tap, stepping, Irish step dance)
- Hip Hop (Jerkin’, break dance, locking)
- Latin styles (Mambo, salsa, rumba)
- Native American dance (Hoop dancing, stomp dance, etc.)

Briefly discuss any ideas for themes of the dance as well as specific styles. It may be helpful for the teens to have three to five key points about their topic written down for reference, as well as influences that they want to express through movement. Trying to include too many into this style of performance can often take away from its effectiveness.

The brainstorm activity under the Skit section can help jump start the creative process if the teens are stuck.

C. Select Music & Create Choreography

Teens may wish to select the music before starting the choreography as it can significantly help the process. The music can help set the tone, rhythm, and steps.

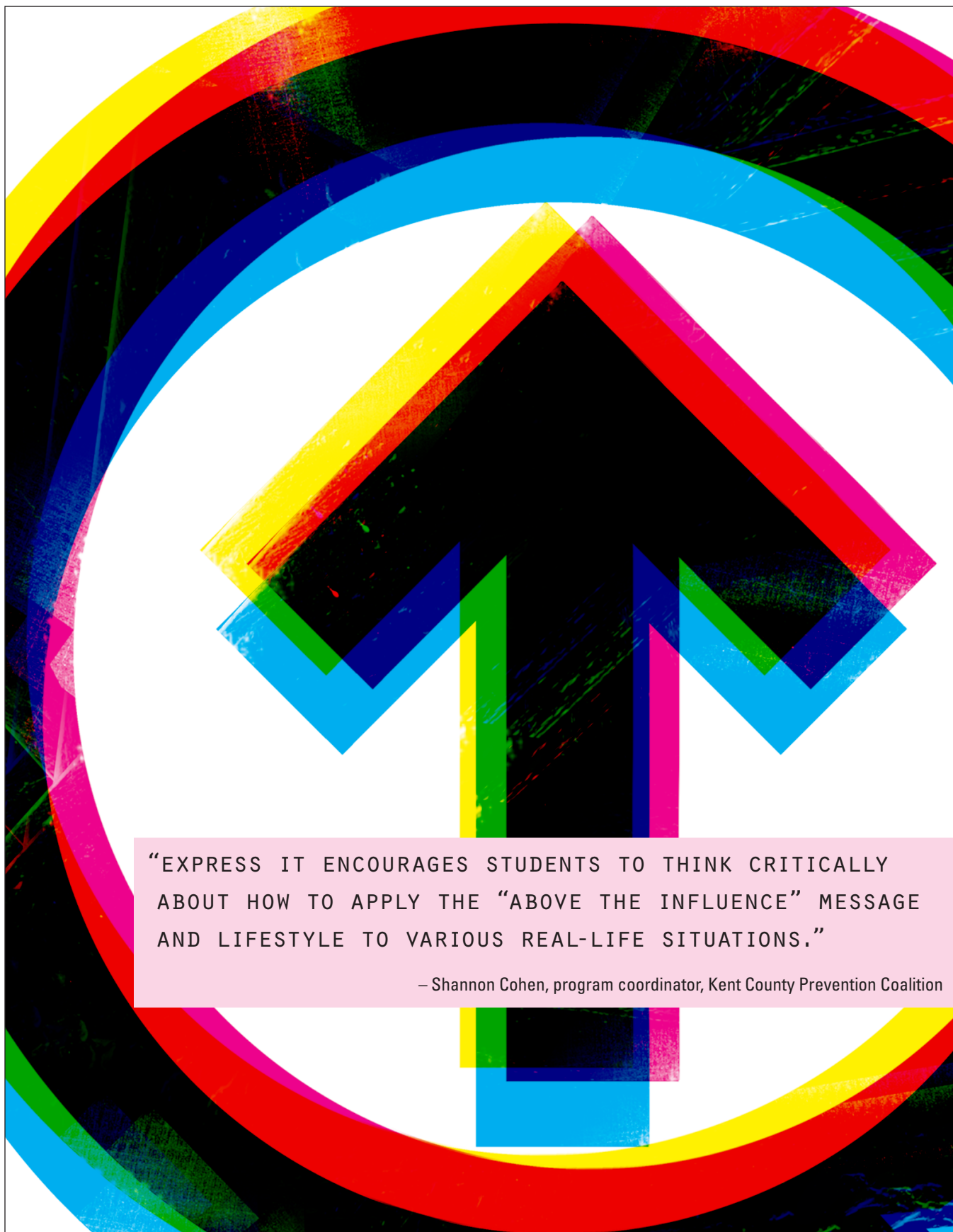
The teens should start choreographing the dance once they have an idea of what style and theme they want to perform. Let participants know that their movement can be big and exaggerated to help get their point across. Remind teens that this dance should also communicate to the audience, “Anything that makes me less than me, is not for me.”

D. Rehearse the Dance

Choreographing and rehearsing the dance go hand-in-hand. The group should practice the movements and steps as they go through the choreography process to ensure that the audience will understand what it is they’re trying to express.

Facilitators may consider having one participant act strictly as an observer to provide input on the meaning of the performance. The group can make adjustments as needed. The teens may continue practicing until it is time to perform.

Let the show begin!



“EXPRESS IT ENCOURAGES STUDENTS TO THINK CRITICALLY ABOUT HOW TO APPLY THE “ABOVE THE INFLUENCE” MESSAGE AND LIFESTYLE TO VARIOUS REAL-LIFE SITUATIONS.”

– Shannon Cohen, program coordinator, Kent County Prevention Coalition



“THE KIDS LEARNED A LOT MORE ABOUT THE “ABOVE THE INFLUENCE” CAMPAIGN THROUGH THIS EXPERIENCE BY CHALLENGING THEM TO THINK ABOUT WHAT IT REALLY MEANS TO BE ABOVE THE INFLUENCE – WHERE A TEEN CAN LOOK AT THEIR OWN EXPERIENCES, FROM THEIR OWN PERSPECTIVE. IT HELPS CHALLENGE THEM TO BE MORE CRITICAL THINKERS AND LOOK AT THEIR SURROUNDINGS, THEIR ENVIRONMENT, AND EVEN LOOK AT THE ADULTS IN THEIR LIVES AND THINK ABOUT WHAT THE CONCEPT OF ABOVE THE INFLUENCE REALLY MEANS.”

– Emily Moser, director of parenting programs for the Oregon Partnership



PURPOSE OF SURVEYS

In order for us to improve these activities, we need input from you and your youth participants! We ask that after the teens complete each of the ATI activities, please have them take a few minutes to complete the youth surveys (using paper and pen), included on pages 58-59 of this toolkit. The information that we gather from teens will provide us with helpful information as we design other “Above the Influence” activities.

We also value YOUR opinion as a youth development professional and ask that you please complete the facilitator survey on page 60 of this toolkit and return it with your youth surveys.

After you complete each activity, please gather all of the completed youth and adult facilitator surveys and return them to the address provided below. Or, feel free to email a scanned copy of your surveys to ATIResources@fleishman.com.

Fleishman-Hillard, Inc.
ATTN: Crystal O’Neill
National Youth Anti-Drug Media Campaign
1615 L Street, NW
Suite 1000
Washington, DC 20036



Above the Influence Activity Youth Participant Survey

Thank you for participating in today's *Above the Influence* activity! We'd like to hear what you thought about it. Please complete the questions below. Your answers are anonymous.

1. My age (circle your answer): 10 11 12 13 14 15 16 17 18

2. My grade (circle your answer): 5th 6th 7th 8th 9th 10th 11th 12th

3. Before today, how familiar were you with *Above the Influence* (ATI)?

(Check the answer that **best** describes you.)

- ☐ Not at all familiar: "I had never seen/heard of ATI before."
- ☐ A little familiar: "I had seen/heard of ATI, but don't really know much about it."
- ☐ Somewhat familiar: "I had seen/heard of ATI and basically know what it's about."
- ☐ Very familiar: "I had seen/heard of ATI and been affected by its message."

4. Before today, had you participated in any of the following *Above the Influence* activities?

(Check **all** of the activities that apply. Check the bottom box if you had **not** participated in any *Above the Influence* activities before today.)

- ☐ Be It
- ☐ Bring It
- ☐ Tag It
- ☐ Express It
- ☐ 'Above The Influence' Logo Art Project
- ☐ Influence Discussion
- ☐ I had not participated in an "Above the Influence" activity before today

5. Based on your *Above the Influence* experience, for each of the statements below, please circle the **one** response that best describes how much you agree or disagree.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
<i>Above the Influence</i> messages hit home for me and my community	1	2	3	4	5
<i>Above the Influence</i> makes me more aware of the risks of letting other people or things influence my decisions	1	2	3	4	5
<i>Above the Influence</i> makes me more confident in my ability to make decisions without being influenced by other people	1	2	3	4	5
<i>Above the Influence</i> makes me think about the impact of my decisions on myself and others	1	2	3	4	5



Above the Influence Activity Youth Participant Survey

6. For each of the statements below, please circle the **one** response that best describes if you will be taking these actions.

	No, I'm not planning to do this.	Yes, I might do this.	Yes, I am definitely planning to do this.
I plan to share photos or videos of today's <i>Above the Influence</i> activity	1	2	3
I plan to blog, post or share online about <i>Above the Influence</i>	1	2	3
I plan to discuss <i>Above the Influence</i> with my friends	1	2	3
I plan to go to the <i>Above The Influence</i> website to learn more	1	2	3
I plan to help <i>Above the Influence</i> get the word out	1	2	3

7. If you answered "No, I'm not planning to do this" or "Yes, I might do this" for any of these actions, what is holding you back from taking those actions? _____

8. Would you recommend today's *Above the Influence* activity to your friends? **YES / NO (circle one)**

Why? _____

9. What else can *Above the Influence* can do to help you be more empowered or confident about your own decisions? _____

Thank you for your valuable feedback!

“Above the Influence” Activity Activity Facilitator/Youth Development Professional Survey

We welcome your feedback regarding “Above the Influence” activities. Your answers are anonymous. Please do not sign or print your name on this form. Please indicate how much you **agree or disagree** with the following statements about “Above the Influence.”

I facilitated the _____ activity for _____ (number) youth participants in _____ (name of your city).

Please select one answer for each item.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. “Above the Influence” is relevant to the teens I work with	4	3	2	1
2. I know more about how to speak to/engage teens about not using drugs or alcohol	4	3	2	1
3. I plan to go to the “Above the Influence” website to learn more about the campaign	4	3	3	1
4. I plan to do this activity with other teens	4	3	2	1
5. I plan to share this activity with others I know who work with teens	4	3	2	1
6. I would like to do more “Above the Influence” activities in the future	4	3	2	1
7. Please tell us what else the “Above the Influence” campaign can do to support you in your work with teens.				



NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN BACKGROUND

The White House Office of National Drug Control Policy's National Youth Anti-Drug Media Campaign created "Above the Influence" (ATI) to capture the attention of youth when they are most likely to be first exposed to substances of abuse and are most vulnerable to negative social and cultural influences. The brand has become a philosophy for teens and inspires them to think critically about drug use and the influence of their social environment so they can make more informed choices.

The "Above the Influence" campaign is a critical component of the Nation's prevention efforts, as outlined in the *National Drug Control Strategy*, and includes broadened messaging to focus on substances most abused by teens. It delivers prevention messaging at the national level as well as more targeted efforts at the local community level. This two-tiered approach allows the Campaign to continue reaching out to teens across the country with a highly visible national media presence, while fostering the active engagement and participation of youth at the community level.

While a national campaign remains a valuable asset to which communities can anchor their individual programs, the Campaign recognizes that it is at the community level where youth substance abuse prevention must ultimately occur.

"Above the Influence" targets youth ages 12-17, with an emphasis on ages 14-16, the critical transition years from middle school to high school when teens are most likely to initiate drug use.

Youth who are aware of the "Above the Influence" advertising are consistently more likely to have stronger anti-drug beliefs compared to those unaware of the Campaign's advertising. Seventy-five percent of teens (both genders and all ethnicities) say that "Above the Influence" speaks to someone like them and 80 percent of teens are aware of ATI advertising. The strength and high levels of brand awareness of "Above the Influence" allow communities to localize and customize the Campaign's messages to address local drug issues.

ATI ADVERTISING AND RESOURCES

The National Youth Anti-Drug Media Campaign offers a range of downloadable resources to help teens stay above the influence.

These resources help teens, parents, educators, and community groups recognize the signs and symptoms of substance abuse and other risky behaviors, kick-start discussions, and get help when it's needed.

Questions about alcohol or prescription drugs? Wondering how to address substance abuse in Hispanic, African American, or American Indian communities? It's all here.

Please visit www.TheAntiDrug.com/Resources to download our brochures, posters, and other materials.

And, visit www.YouTube.com/abovetheinfluence to view the latest "Above the Influence" advertising.



“ABOVE THE INFLUENCE” (ATI) THE BRAND

“ANYTHING THAT MAKES ME LESS THAN ME IS NOT
FOR ME...ESPECIALLY DRUGS AND DRINKING”

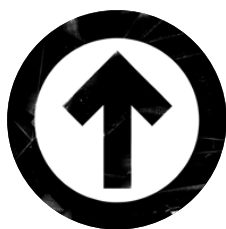
KEY ATI BRAND PRINCIPLES:

Following are key brand principles that will provide guidance as you conduct ATI activities with your youth.

- **ATI is not a typical scare tactic or “just say no” anti-drug campaign...**it’s a philosophy, a way of life, an attitude and a commitment by teens to stay above the influence of drugs and alcohol.
- **ATI serves to inspire...** it’s about educating/informing teens that drugs and drinking (and other related risky behaviors or “negative influences”) stand in the way of them making good choices and achieving their goals in life.
- **ATI is more peer-to-peer...** rather than telling kids what to do in an authoritarian adult-to-child style, ATI should come across as teens sharing with, learning from, and supporting other teens.
- **ATI is non-judgmental and respectful...** while ATI as a philosophy will never condone or approve of being under the influence of any substance, ATI doesn’t overtly condemn, reject or show disrespect to those who may not live ATI. Instead, for teens struggling with or dabbling with substance use, ATI empathizes with their difficulties and supports their struggle to rise above.
- **ATI is attainable by all...** being ATI is not strictly for kids who are perfect role models. ATI messaging should demonstrate that the ATI attitude is accessible to anybody, and desirable by all. It’s something that teens should inherently want to do – the decision to live their lives ATI is ultimately up to them and should not be forced upon them.

USING THE “ABOVE THE INFLUENCE” LOGO:

When using the logo, the arrow is always pointed straight up.



- If you place the logo on any giveaway item, be mindful that it should only be given to or worn by youth (ideally ages 12-17).
- This will help keep the brand identity as being seen as teen-to-teen and “cool.”
- Adults wearing or displaying the ATI symbol may lessen the “cool” factor.

YOU & THE ATI BRAND:

Local partners have an important role in representing the “Above the Influence” brand.

- Engaging teens with ATI at the local level is a critical extension of the ATI brand.
- The youth you serve are the “faces” of the ATI brand.
- Your organization engages teens with the ATI brand in a unique and meaningful “hands-on” fashion.

YOU ARE AN AMBASSADOR OF THE ATI BRAND:

Local partners have an important role in protecting the integrity of the ATI brand.

- Your local activities reinforce the principles of the ATI brand and provide a national platform for your local efforts.
- Creating local events and activities that are consistent with what teens already know about ATI and what they expect from ATI can help further your organization’s mission.
- ATI’s key brand principles provide a helpful framework for your local efforts.



COVER: TEEN-GENERATED ATI ART